

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Julie Stevenson  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hanover High School  
(As it should appear in the official records)

School Mailing Address 41 Lebanon Street, Suite 1  
(If address is P.O. Box, also include street address.)

City Hanover State NH Zip Code+4 (9 digits total) 03755-2147

County Grafton

Telephone (603) 643-3431 Fax (603) 643-0661

Web site/URL https://hhs.sau70.org E-mail julie.stevenson@hanovernorwichschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Jay Badams E-mail jaybadams@hanovernorwichschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School Administrative Unit 70 Tel. (603) 643-6050

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Rick Johnson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	86	84	170
10	86	77	163
11	76	87	163
12 or higher	113	82	195
<b>Total Students</b>	361	330	691

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.6 % American Indian or Alaska Native
  - 9 % Asian
  - 3 % Black or African American
  - 1 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 0.4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2020	691
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

French, Dutch, Mandarin, Korean, Russian, Hindi, Icelandic, Spanish, Vietnamese, German, Norwegian, Portuguese, Italian, Lithuanian, Telugu, Creole, Polish, Urdu, Afrikaans

English Language Learners (ELL) in the school: 0 %  
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 28

8. Students receiving special education services with an IEP or 504: 27 %  
186 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>21</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>3</u> Deafness                | <u>3</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>88</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>102</u> Specific Learning Disability        |
| <u>17</u> Emotional Disturbance  | <u>11</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	54
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	111

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	97%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	174
Enrolled in a 4-year college or university	87%
Enrolled in a community college	2%
Enrolled in career/technical training program	3%
Found employment	2%
Joined the military or other public service	1%
Other	5%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Hanover High School is an active learning community that provides broad academic and co-curricular programs. We engage students' minds, hearts and voices so that they become educated, caring and responsible adults. All students are given the opportunity and encouragement to use their minds to pursue excellence, academic challenge, and personal success; hearts to respect and care for the emotional and physical well being of themselves and others, and for the environment; and voices to contribute to the democratic process and the common good.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<http://go.boarddocs.com/nh/sau70/Board.nsf/goto?open&id=B2ZSL3732456>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Hanover High School is part of the Dresden School District, an interstate district comprising the communities of Hanover, New Hampshire, and Norwich, Vermont. Eighty six percent of our students come from these two communities and 14% are tuition students. The high school is located in Hanover, NH in the Upper Valley region of Grafton County. The largest area employers are Dartmouth College, the Dartmouth Hitchcock Medical Center, and several engineering and technology firms. The high school is within easy walking distance of the public library, Main Street, Dartmouth College campus, the Appalachian Trail, and nature preserves. Our students have open campus and are able to take advantage of our walkability. A free public bus system allows students access to the major population centers in the Upper Valley. Our location allows us to take advantage of local and regional resources for field trips that enrich our curriculum. With a combined population of 12,150, the communities of Hanover and Norwich are racially, ethnically, and culturally similar. There is a wider diversity in the region nearer to Dartmouth College.

Connection is what allows our students to develop their full potential. Beginning in ninth grade with our advisory program and PE curriculum which emphasizes student growth through cooperative activities and self-reflection, students are integrated into our community. In our advisory program, there are weekly social-emotion circle lessons that ensure that all students have a trusted adult in the building.

Our small class sizes, that are sized to match student need, encourage connection between students and between students and staff. We have low caseloads for our counselors, an onsite school psychologist, and two licensed mental health counselors. Every week the Pupil Service Team meets to discuss students who are struggling and strategize ways to help them.

Students who are struggling academically are identified and connected with our Response to Need program which helps students in crisis. RTN students are supported with mental health services and academically. From RTN, a plan is developed on how to best support their needs socially and academically. We also offer a Weekly Academic Advising Program and supported study so students can gain the skills they need to be successful.

Our weeklong March Intensive provides an opportunity for students to explore their interests, make connections with students, staff, and community members, they may not otherwise have connected with. March Intensive promotes an intrinsic love of learning while building relationships, between student, staff, and the community with authentic and focussed learning experiences. The program eliminates letter grades and opens up endless content possibilities. Since 2008 for one week each March we press “pause” on our typical course offerings to branch out and offer diverse courses that pique our collective interests, all in an effort to participate in learning for learning’s sake.

Hanover High School has a Restorative Practices program. The purpose of the Restorative Practices Program is the improvement of citizenship in an individual student resulting in the enhancement of the overall quality of life at Hanover High School. The Restorative Practices Program is designed to help students who have: a) violated the Academic Integrity Policy (AIP) or b) been involved in other significant behavioral incidents at the discretion of the Dean. In order to take responsibility for their actions the student will need to recognize that their conduct affected others, make amends, and work to restore their relationship with affected parties. To participate in Restorative Practices, the student must first accept responsibility for their actions. Successful participation in the Restorative Practices Program will give student the opportunity to create a plan that will assist the student in realizing the four objectives of Restorative Practices: respect, responsibility, restoration, and reintegration.

As a democratic school community, the lines of communication are open and interactive. Dissemination of information is timely and provided through a variety of channels, leading to a well-informed, proactive approach to collaborative decision making. As one of a handful of Democratic public high schools in the country, the shared decision-making process is evident in many aspects of the educational framework. Council is the elected governing body of the school with representation from the student body, the staff, and the community. Motions are introduced, discussed and debated. Voting decides the course of action and all



is done according to strict rules of Parliamentary Procedure. Motions that are passed move on to the Committee on Policy and Procedure, the Administration and, ultimately, to the School Board. Much of the detailed research and community polling is done through subcommittees and advisory discussion.

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## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

The Hanover High School community engages in dynamic, collaborative, and inclusive processes that use current research in developing, adopting and reviewing our mission statement, which is inclusive of our core values and beliefs about learning and our school community. At Hanover High School we define our core values and beliefs with our mission statement:

Hanover High School is an active learning community that provides broad academic and co-curricular programs. We engage students' minds, hearts and voices so that they become educated, caring, and responsible adults.

All are given the opportunity and encouragement to use their; minds to pursue excellence, academic challenge, and personal success. <sup>[[[L]]]</sup><sub>[[[SEP]]]</sub>Hearts to respect and care for the emotional and physical well-being of themselves and others, and for the environment. <sup>[[[L]]]</sup><sub>[[[SEP]]]</sub>Voices to contribute to the democratic process and the common good. After our work was interrupted in the spring of 2020, we have recently resumed developing our five year strategic plan which involves wide-community participation to develop a Portrait of a Graduate which will then be used as we develop goals in the areas of Academics and Curriculum, Facilities, Student Supports, and Systems and Operations. We have also just begun a district-wide curriculum review with our new Assistant Superintendent. The completion of our Portrait of a Graduate, our five-year strategic plan, and our curriculum review, will allow us to start our curriculum work with a renewed sense of direction.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

All our ninth graders take a yearlong, genre survey course intended to elevate their skills and knowledge in preparation for their effective participation in our elective program in subsequent years. In grades ten through twelve, students may select from the department's rich array of elective offerings. Because our aim is to match individual students with the course and area of study best suited to their needs and interests, the English Department does not designate elective classes by grade level, nor do we have a required sequence of courses which all students must take. We do require that students take at least two literature and one writing course. In place of more elaborate requirements, we require that students each year review with their current teachers their progress to date, their success in developing fundamental skills, their evolving intellectual interests, and so forth. Based on this individual review of a student's needs, courses are chosen for the following year.

The strength of our English program come from its elective program in which students can choose English courses based on their own interests and strengths. Students conference with their current English teacher to help select courses, but students have the ultimate ability to chose their own courses. Across our elective offerings, we standardize a set of guidelines based on the phase of the course. This standardization includes the number of pages assigned per night for homework and the number and types of essays. Student work is assessed using common rubrics and compiled in a portfolio that English teachers use to inform their curriculum decisions.

#### **1c. Mathematics curriculum content, instruction, and assessment:**

In our math classrooms, students are taught to see connections within mathematics and between mathematics and other areas of study. Problem solving is embedded into our curriculum and emphasized in various projects throughout all our courses. Nearly every assessment used by the math department is a common assessment, and the disaggregated results are used to determine appropriate supplemental materials and instruction for identified students. Our common assessments are also used to target specific academic skills, provide teacher feedback on scope and sequence, and improve teaching practices. These assessments

are used in conjunction with state assessments and classroom assessments to historically monitor student learning.

#### **1d. Science curriculum content, instruction, and assessment:**

The Department of Science and Technology at Hanover High School offers challenging courses appropriate for students with varied interests and abilities. Our curriculum emphasizes skills and knowledge, along with independent and team problem solving through class discussions, laboratory, and fieldwork. Through design and engineering challenges, students develop their creativity and curiosity while exploring real-world problems. Project-based learning engages students in the process of science. Students collect data and use evidence-based thinking to model how the world works. The science department uses a number of common assessment tools, including a common midterm and final exam. The disaggregated results of these assessments are used to identify students in need of additional help in specific content areas. Identified students are supported with curriculum differentiated by pace and depth.

Our curriculum sequence is grounded in a ninth grade Methods in science course that emphasizes the development of fundamental skills for working with both quantitative and qualitative data. This foundation is followed by a traditional core sequence of Biology, Chemistry and Physics. This sequence is supplemented by a robust offering of electives that offer students the chance to pursue interest in more specialized areas of science and technology. In these Science courses, students develop science literacy, ethics, and environmental citizenship through the study of current issues in science and technology. Technology courses in the Design Lab emphasize practical skills and solving problems with an engineering design process.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Hanover High School's democratic school philosophy is supported through the social studies curriculum. Through reading, listening, viewing, thinking, writing, researching and discussing, social studies students develop and evolve the knowledge, skills and attitudes for effective citizenship. Through documents, students work to substantiate their opinions with documentary evidence, learn to see patterns in history and make connections to current events.

Students begin their 9th grade year with the social studies department's Citizenship and World History class where they learn about their rights and responsibilities as citizens of Hanover High School, our community and beyond. When they enter and leave classes, they see our mission statement and our School-Wide Core Competencies that are prominently displayed on each classroom wall. Ninth grade students study the Hanover High School Handbook and mission statement. In studying the mission statement students are encouraged to rewrite the mission statement in their own words in an effort to get students not only to learn the mission statement, but also to think about it critically. Student members of the council teach each Citizenship and World History class about the political structure of our school and encourage students to become active members by either participating in council, bringing ideas to council or attending meetings. As part of the ACT (Active Citizen Today) project students are required to attend a town or school meeting to better prepare them to be active citizens. Students are then asked to identify something they want to change at Hanover High School and then to create a proposal to effect that change. Each year a few of these projects are brought to council for discussion.

#### **1f. For secondary schools:**

We support college and career readiness with our partnership with a regional career and technical center (HACTC), several dual credit courses, and Dartmouth College courses that are open to our students with a strong academic record. We have been building our Design Lab and have several teachers obtaining certification so we will be able to offer our students the opportunity to become industry-certified in CAD. Our ELO program matches students with local internships that meet student interests.

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

## 2. Other Curriculum Areas:

Our art department believes arts creation is a fundamental activity that resonates deeply with the human psyche. Studying the arts reinforces learning and creativity in all disciplines. Participation in the arts develops unique ways of understanding ourselves, interpreting the world and communicating with others. We believe a strong art program is an essential component in the education of all students which is why Hanover High School has a fine and practical arts graduation credit for all students. Students can meet this requirement also through our performing arts courses. Through our performing arts curriculum we strive to equip students with the tools for lifelong appreciation of and participation in music. Making music is a powerful means of emotional and intellectual expression which is both personal and communal. Involvement in music develops and reinforces important life skills such as commitment, dedication, responsibility to others and teamwork.

Over eighty percent of our students take a World Language course. Through our language courses our students broaden their horizons and become more aware citizens of the United States and the world through regular contact with a language and culture markedly different from their own. The continuing objective of the language program at the high school is to provide the best possible preparation for all students as individuals. The immediate goal for each student is the acquisition of basic language skills. Each teacher attempts to create a sense of enthusiasm for the language, to instill in our students a feeling of joy at their accomplishments, and to provide the basis for a rich sharing of aesthetic and intellectual experience with other people throughout their lives.

Our library and technology programs are combined in one Information Services department that share the same mission of integrating information literacy and technology skills across the curriculum. Information skills are integrated into each grade level across all departments. They also collaborate with teachers on special projects to enrich student learning.

Ninth grade physical education at Hanover High School strives to nurture the physical, emotional and intellectual capabilities of our students through a variety of approaches and activities. We use a curriculum aimed at increasing each student's ability to work in a group, to use their voice and actions to help ensure a safe environment for self and others, to experience the gratification that perseverance produces and an appreciation for lifelong physical activity. We endeavor to cultivate self-advocacy in balance with attentiveness to the needs of others. With our new block schedule, PE courses meet three times a week for a year. We are fortunate to have an outdoor ropes course in addition to indoor ropes course elements and a climbing wall. These elements are used in the core of the 9th grade physical education program: Adventure Programming. This unit lasts approximately half of the year. Students work together in low and high ropes course activities that require cooperation, problem solving, and critical thinking.

In 2005-06 Hanover High School added a student assistance counselor. The addition of this position has provided students who struggle with substance abuse or experimentation an additional level of support within the school. This position has also allows for greater education. Substance abuse prevention measures are discussed as part of the 9th grade physical education and 10th grade health curriculums. In 10th grade health topics such as, school safety, violence prevention, bullying, cyberbullying and dating violence are also discussed. Working with coaches, the student assistance counselor speaks to sports teams about drug and alcohol abuse. The student assistance counselor also provides staff trainings and has connected numerous staff members with area mental health organizations to certify staff members in Mental Health First Aid.

All students are required to successfully complete a semester of Health Education in their sophomore year. The health course uses a holistic approach to provide information about pertinent ideas, issues and concepts related to achieving and maintaining good health. Students will practice and develop skills essential to the development of health literacy – communicating, advocating, reasoning and investigating. Topics focus on the dimensions of personal health and wellness – substance use/abuse, human sexuality, media literacy,

respect for diversity, stress management, depression, suicide, violence prevention, diseases/disorders, and nutrition.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Based on our test scores, we do not see an achievement gap between the test scores of all students and the test scores of any subgroup. Our academic supports are based on the Stanford Achievement Test in math and English. The HHS tutoring program collects and disaggregates data from these tests. Based on this disaggregated data, an HHS tutor conducts a counseling file search for all low scoring students who do not have their needs met through an IEP. The results of this search and classroom teacher recommendations are used to prioritize the list of possible tutees. The tutoring program helps a small number of underclassmen improve basic academic skills by supporting and reinforcing classroom instruction.

Our Title I Math Tutoring Program helps qualifying students with the mathematics they need to be successful in Algebra I. Students in seventh, eighth, and ninth grades are chosen by using standardized test scores, grades, and teacher/parent referrals. Students in tenth grade are assessed depending on the number of ninth grade students receiving services. In addition to services during the school year, we also offer the Title I Summer Step Up Program in mathematics and technology for students entering Algebra I.

While we do not have an achievement gap, our information shows that our students performing above grade level and those at or below grade level have many supports and opportunities, and our students in the middle feel underserved. To better meet the needs of those students we have increased our course offerings in our Personalized Learning Programs Department to include Study Strategies, a credit-earning elective which gives students the opportunity to learn about a variety of study skills and then practice them on their own assignments. Skills are presented through lessons at the start of the period, after which students have time to work on their assignments from other classes. Once a week the study strategies teacher meets with each student for individual coaching and application of skills. The overarching skills that are addressed in both semesters are organization, goal setting, task initiation, review, and practice.

Next year we are creating a Writing Center staffed by certified staff who will oversee and train peer tutors in addition to working with any students on writing from any discipline. Our ultimate goal is to be able to offer an equally staffed Math Center. This summer we are offering a summer program open to all students to help ease the transition to high school and help students who experienced learning loss during the pandemic in writing, science, and math.

#### **3b. Students performing above grade level:**

Hanover High School offers students many opportunities to challenge themselves. While we do not offer AP courses, there are many challenging, advanced level courses, which are AP compatible. Our science, math, and world language programs offer honors options at all levels and honors options are available to students after ninth grade. Juniors and seniors with a strong academic performance record are able to take up to four courses at Dartmouth College. All departments offer students the option to be Teaching Assistants.

There are two options for students to engage in independent study. Senior Bridges is an opportunity for seniors to work on an intensive project of their own choosing. Seniors are invited to engage in independent study projects in any subject area(s) extending beyond the boundaries of our current curriculum. Although projects can be in any area of student interest, each will require that the student research the topic, work with community mentors, write a substantial amount, create a tangible project illustrating what was learned/accomplished, and prepare a presentation about the topic for a class or panel of community members, students, and teachers. In our Extended Learning Opportunities (ELOs) course students design and implement a semester-long, credit-earning independent course of their choosing. Options for ELO can include, but are not limited to: internships, community mentorships, community service/volunteering, work study, out-of-school instruction, in-depth study of a topic of interest, creative writing, art, or music projects.

### **3c. Special education:**

Hanover High School supports an inclusive philosophy for all students with disabilities. As such, it is agreed that the primary educational environment for all students with disabilities is a regular classroom setting. Teachers provide a wide variety of instructional approaches to help students meet the district's curriculum standards. Supports for students with disabilities include, but are not limited to, special education professional consultation, direct and consultative related service support, and direct and consultative specialized instruction that incorporates recommended adapted equipment, materials and/or curriculum, and environmental accommodations.

When a student is found eligible for special education services, he/she is assigned to a case manager. This case manager works with the student until he/she graduates or ages out. If it is in the student's best interest, students may change case managers during their years. Students receive informal counseling; academic instruction and support from their case manager and parents/guardians are involved on a regular basis. The special education department emphasizes appropriate uses of technologies to meet a variety of student needs, in addition to using technology to support print-impaired students for writing, organization and communication.

Our Special Education Department consists of a Coordinator who serves on curriculum committees, five and a half learning specialists, and eight educational assistants. We offer courses in English, math, social studies and science that are periodically team taught by content area teachers and special education learning specialists. In addition to team teaching, those learning specialists also attend one department meeting a month of the department they teach. Representatives from the Special Education department serve on the majority of hiring committees.

### **3d. English Language Learners, if a special program or intervention is offered:**

We follow the requirements for ESOL and share employees within the district to ensure we meet the needs for those positions.

### **3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

Over the past five years, we have expanded student supports. In addition to our special education and 504 services and Title I tutoring program, we have created a new department, the Personalized Learning Programs (PLP). The PLP department and programs were created to address a long standing need at Hanover High School, the student who is not eligible for Special Education or 504, but who still needs support to be successful. There are two courses, Study Strategies and Academic Advising, and the Response to Need Program (RTN) that supports students in crisis.

Our Study Strategies course is a credit-earning elective which gives students the opportunity to learn about a variety of study skills and then practice them on their own assignments. The overarching skills that are addressed in both semesters are organization, goal setting, task initiation, review, and practice. In Weekly Academic Advising, students are paired with a faculty member who meets with them weekly to develop goals and make plans for improving their school performance. Advisors also monitor student progress and communicate with teachers, counselors, and parents as needed. The program is ideal for students who are working toward becoming active and independent learners.

Response to Need (RtN) is a collaborative approach to provide short-term or intermittent support to students who are struggling in school due to acute physical and/or mental health concerns. This "booster shot" of adult support by qualified professionals is intended to smoothly transition a student back into their regular school program as they are able or to guide an appropriate referral to an alternate support/program/placement. This support is diagnostic and designed to differentiate between students requiring short-term versus long-term interventions and episodic versus continuous support. This support is designed to address the needs of students who have experienced: an extended absence from school for health reasons, a concussion, and/or school avoidance due to anxiety and/or depression. By providing acute and/or intermittent support by a team of qualified professionals in a timely manner, this program hopes to

proactively meet students' educational needs in the least restrictive environment, and to thus decrease the number of referrals to special education and/or costly alternative educational placements.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Student responsibility is a key component to the success of Hanover High School. Students are given many freedoms and are involved in many decisions that shape the life of the school. The structure of our school day and upperclassmen privileges underscore the responsibility we give students. Hanover High School does not utilize a bell system to change classes. Students are responsible for transitioning to and from each class without the assistance of a bell and ought to arrive at class at the appropriate time. After the first semester of ninth grade, students with parent permission are allowed open campus privileges to leave school grounds during the day. The intent of this freedom is to allow upperclassmen to develop personal responsibility and manage their time. Students keep this freedom as long as it is used in a responsible manner. Students are responsible for structuring their free time to use it in the most productive and positive manner.

Recognizing the importance of peer and student-teacher relationships to student success, our recently-implemented advisory program connects small groups of students with an adult in the building. Our advisory groups consists of eight to ten students from the grade level and one or two adults. Once a week advisories gather for lunch and once a week they gather for a SEL circle curriculum. Understanding that the transition to high school can be a difficult change for incoming 9th graders, our grade-level advisories each have senior peer leaders. These peer leaders attend a peer leader-only advisory once a week to where they go over the Circle lesson plan they lead later in the week.

Student input is highly valued at Hanover High School. Student representatives serve on numerous committees, including hiring committees. Hanover High School's council, now in its 50th year, is the backbone for shared responsibility of ownership within the school. It plays a major role in the decisions made at Hanover High School and helps to define what a true democratic school is and should be. The Judiciary Committee (J-Comm) formed by council is a committee made up of nine student members and acts as a check-and-balance regarding administrative disciplinary cases. Students may utilize this committee when they feel they have been unjustly punished.

Clubs, athletics, March Intensive and music and theater all provide opportunities for shared ownership. Clubs at Hanover High School provide students with the opportunity to pursue their interest and create relationships with staff and students. There are currently fifty one clubs in which to participate. Most clubs are student-led and based on student interest, as any student may create a club, as long as the club has a faculty advisor. A few examples include Rainbow Alliance, Environmental Club and She's the First. Seventy two percent of students are involved in at least one of these offerings. Clubs meet during activity periods on Tuesdays and Thursday activity lunch. Students can also participate in one of the fifty-two interscholastic athletic team offerings. These include both boys' and girls' teams that span varsity, junior varsity and reserve levels. Currently, eighty percent of the students participate in one of these offerings. In addition to music and drama courses, students can audition to participate in one of the three student-run A Cappella groups. Every year Students on Stage (SOS) manage, direct, and perform an entirely student-run production.

### **2. Engaging Families and Community:**

Our March Intensive promotes an intrinsic love of learning while building relationships, between student, staff, and the community with authentic and focussed learning experiences. For a week in March we suspend our typical curriculum and everyone in the building has the opportunity to engage in meaningful learning experiences. Students, staff, and community members develop and run a variety of courses in which students are encouraged to try something different and study something that interests them. The March Intensive program grew out of our shared goal of promoting a school environment that encourages students to be actively involved in creating their own learning experiences, to organize and lead activities for fellow students. The possibilities for "shared ownership" through such collaborations are enormous. Our students are frequently out in the community volunteering at our local homeless shelter and home repair



organizations.

One of our biggest connections to the community is through Youth-in-Action, a registered non-profit that whose mission is to provide Hanover High School students with volunteer opportunities in and around the Upper Valley. Youth-In-Action provides local high school students with a diverse set of opportunities to engage in community service, with the ultimate goal of equipping them with the skills and motivation to improve the lives of others, their environment and themselves. The majority of our students participate in at least one volunteer event organized by Youth-In-Action during their time at Hanover High School, but most do many more.

Youth-In-Action works with numerous community non-profits. Our students serve meals at our local homeless and community centers every month. Throughout the summer and fall, students glean produce from our local farms that is distributed to local food banks. Students volunteer and participate in a number of fundraising events for the cancer center and children's hospitals at Dartmouth Health Center. Thanks to Youth-In-Action, our students are able to connect with the low-income independent senior living complex across the street from the high school.

They also organize one or two school-wide volunteer opportunities per year. This year included celebrating Martin Luther King Jr Day by rating awareness that the day is shared with the National Day of Service. Students were provided opportunities to spend this day off from school being civically engaged and participating in community service. This spring Youth-In-Action is organizing a Day of Action for all students.

### **3. Creating Professional Culture:**

Our professional culture begins at the district level with the support of our superintendent and assistant superintendent. This was especially true during our transition to remote learning in the spring of 2020 when we were provided professional time to pivot to teaching online. During the pandemic, our SAU and school board have worked with the staff to develop Memorandums of Agreement to provide staff with conditions that took into consideration the health of the staff, including providing paid sick time for staff members who contract COVID or had to care for family members with COVID. Within the high school, our information services department was critical to our success in moving online. The information services department was able to create a school-wide template to standardize communication of course information to students, parents, and other student support personnel, they quickly developed training materials, and even did house calls for staff who needed assistance. Material collection and distribution was centralized, a change that we have maintained in an effort to take responsibilities off the plates of classroom teachers. In the 20-21 school year we pivoted again when we had both in-person and remote-learning opportunities for students. Our information services department was able to provide professional development and technology to help teachers teach to students in and out of the classroom.

Outside of the pandemic, it's our democratic principles that most demonstrates how Hanover High School values its staff. As evidenced in our decision-making process, Hanover High School values staff voices. We believe that providing staff not only a voice, but a process to see how their ideas can become decisions that make changes at Hanover High School, makes our staff value their place within our school community and makes our staff more willing to communicate ideas, concerns, and solutions, which only serves to strengthen our community. Over the past year our staff has codified the decision-making process. Within this process is not only who makes decisions, but also how meetings are run and committees are formed and membership selected. All our staff have the opportunity to bring forward motions to make changes to our structures. The staff also has ultimate veto power, so if a staff decision is overruled by the principal, the staff can appeal to the superintendent to overrule the principal's decision.

We often have annual, all school professional development that is related to our annual school or district goals. Beyond that professional development, each staff member is provided with professional development money and release time to do professional work. Our district offers enrichment grants that allow our staff to pursue professional opportunities that exceed their professional development annual budget and we have generous support for teacher leave for personal reasons and paid sabbatical for professional development.

#### **4. School Leadership:**

As a democratic school, Hanover High School leadership is shared between The Council, The Committee on Program and Procedure (CPP), and the administration. The Hanover High School administration consists of three administrators, a principal and two associate principals.

The administration enforces handbook policy and oversees staff supervision. Staff supervision is equally divided between the principal and associate principals. The associate principals oversee student discipline and divide the school into a 9-10 associate principal and an 11-12 associate principal. The principal and associate principals all serve on CPP and while they all have different projects they take the lead on, they try to overlap as much as possible and have open channels of communication to be able to step in to help at any point and time.

Like the federal government, motions at Hanover High School can be proposed either at Council or at staff meetings. The Council is composed of student, staff and community members and they oversee the school's handbook. Decisions regarding classroom instruction or teaching are not in the Council's purview, however, they can make recommendations for the staff to consider, such as a standard form for all course evaluations. The principal is the final approver for motions coming from The Council, but before the principal can approve or veto a motion, the principal brings the motion to the staff for discussion. Once open for discussion at a staff meeting, the staff can choose to amend the motion for the principal to bring back to Council, or recommend the principal approve or veto the motion. If a motion begins in a staff meeting, the motion may go to Council, if the motion is in the Council's jurisdiction, or the principal can approve or veto a motion from the staff. If the principal vetoes a motion, the staff then has the authority to vote to send the motion to the superintendent to overrule the principal's veto.

Each department has a department coordinator who serves on the school leadership teams and has twenty-percent release time to work on department and curricular coordination. Department Coordinators all serve on CPP in addition to staff, student, community, and school board representatives. CPP oversees curricular decisions such as courses and policies involving teaching. Coordinators also meet once a week to make calendars-related decisions such as field trip approvals, quarter dates, and exam schedules.

#### **5. Culturally Responsive Teaching and Learning:**

Like many schools in the country we have been working to bring more attention to culturally responsive teaching and learning and for the past two years have dedicated professional development time to equity. During the 2019-2020 school year we worked with consultants and we are continuing this work this year with book groups and courses. On the district level, we are beginning district curricular documentation and alignment which is intentionally looking at equity. The district has also formed an equity committee of parents, community members, staff, and board members, to look at equity in a more holistic manner across all schools.

During the pandemic we saw a need to more directly address student's social-emotional wellness and moved away from our multi-grade Common Ground model to embrace single-grade advisories. During the 20-21 school year, these advisories met daily at lunch as a way to meet COVID safety protocols. This year advisories meet twice a week, once for lunch and the other for our Circle curriculum. Advisory Circle has provided a comfortable, safe, and confidential environment where students and staff can have structured grade-appropriate conversations not only about school and navigating teen life, but also about larger societal events and school issues. For example in 20-21 after many Council meetings and student testimony around sexual assault and what students described as a toxic male culture associated with the marauder, the Council voted to get rid of our marauder mascot. Circle was a place where students could discuss the different perspectives presented and voice their own opinions on the removal of our mascot. Circle has also been a way for our community to reflect on larger issues. For Martin Luther King Jr Day this year, advisories all listened to podcasts and videos followed by a Circle discussion.

We have a number of student-created and led clubs that work to support the diverse needs of our student body including the Rainbow Alliance, the Feminism Club, the AAPI Club, the Affinity Club, End the

Silence, and so on. All students are welcome to find an advisor, meeting time and location, and create a club. The Council provides clubs with funding for any activities. Several Circle activities and even handbook changes have come from our active clubs. This year students in The Rainbow Alliance came to Council with a motion for students to have name tags on their desks in classes all year. Their aim was twofold, to help foster community in all classes so all students knew the names of their classmates and to help students learn, or remember, their classmate's pronouns.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Hanover High School's democratic model of shared decision-making, where students and staff have equal voices and opportunities to make meaning change, is what makes Hanover High School successful. Unlike other schools, Hanover High School is truly a democratic high school. The Council is not a student council, but the school's council with forty-eight members composed of students, faculty and staff, and community members. There is an "At-Large delegation" that consists of the twelve highest overall vote-getters and a delegation for each grade and faculty/staff of five voting members and one alternate. Students new to the district have separate elections in the fall with two new/tuition students from any grade being selected by all new/tuition students. There are four voting community representatives and one alternate.

The Council was created in the 1970s in the wake of the U.S. invasion of Cambodia and the killings at Jackson State and Kent State. There was a feeling among the students and staff alike that things, including the decision-making structures of Hanover High School, needed to change. The concept of the council was a collective effort which was, in part, the result of the presence at Hanover of a faculty and administrators who were passionately interested in alternatives to traditional education and who had the energy, intelligence, and confidence to challenge old assumptions of governance. As our former Principal Bob McCarthy said in his 1977 speech to the National Association of Secondary School Principals, "...while students learn about government and politics through the formal curricula and what instructors teach, they also learn by observing and experiencing the extent to which the democratic values and processes are really adhered to in the life of the school as a social system. It seems likely that most students will take seriously the implicit admonition of most schools, 'to do as we teach and not as we do'. The high school had come to realize that it was almost impossible to teach democratic values effectively in an institution that was run as a benevolent dictatorship. The school's new governance system needed to reflect the democratic values and processes of American government; it needed to be representative; it needed to provide balances of power between the executive branch (administration) and the legislative branch (students and staff); and it needed to provide a mechanism for appeals through a judiciary branch. A governance system such as this, democratic in both values and structure, would serve as a laboratory for teaching democratic values and processes.

Almost fifty years later, Hanover High School continues to be a learning laboratory for our students in which we, as Bob McCarthy said, "encourage adolescents to recognize the tension between the great tradition of individual liberties we have in this country and the need for a sense of collective responsibility to hold this society together." One only needs to listen to a Council meeting to know that our students think seriously and deeply beyond themselves, their discussions continually bring up ideas of equity and the perspectives of their fellow students and their teachers. Over the years, Council has wrestled with impactful policies, including our Academic Integrity Policy, Restorative Practices program, Co-curricular Code of Conduct, Personal Appearance policy, and even our recent change of our mascot. None of these policies and decisions were made solely by the Council. These policies were created with back and forth conversations between staff and students. Our Academic Integrity Policy took over two years before consensus was reached on the final language.

No one policy or decision is what has made Council a long-standing, defining element of Hanover High School. If there is one overriding element which has contributed to the Council's longevity and which remains central to its success, it is that people who would not ordinarily have to talk to each other about school issues and school policy are required based on our structures of decisionmaking, to engage in regular and ongoing conversations about school issues. Moreover, these formal "conversational structures" have led to a habit at Hanover High School students, staff, and administrators regularly engaging in informal discussion and debate about current school issues. It is these ongoing conversations, of course, which lead to the real heart of the democratic process: mutual respect and trust.

Trust is more difficult at some times than at others. As Council has tackled more substantive and complex issues such as cheating and attendance, grade weighting and classroom policies- which have direct impact on faculty and administrators as well as students, the staff has looked at its own decision-making policies and have taken steps over the past two years to clarify the staff's role. Like all democracies, we continue to

evolve.

Interviewed both formally and informally over the years, council alums, now successful adults who are active in their communities, have praised their council experience and spoken eloquently of the impact it continues to have on their lives. They cite their council experience as a crucial part of the training which led them to be confident, articulate public speakers and active, effective leaders and participants in community life. Most mention not only the confidence the council gave them, but also the belief it engendered in them that ordinary citizens can and should contribute to their communities.